

VALIDATION OF THE SPARKOL VIDEOSCRIBE MEDIA DEVELOPMENT BASED ON PROBLEM BASED LEARNING IN INTEGRATED THEMATIC LEARNING IN GRADE IV ELEMENTARY SCHOOL

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Abstract

Sparkol Videoscribe is a generating application that creates learning videos with the characteristics of hand movements, animations, or other interesting images. The research objective is to develop the Sparkol Videoscribe media for integrated thematic learning for fourth-grade elementary school students based on problem-based learning. The research and development of the ADDIE model includes the steps of analysis, design, development, implementation, and evaluation. Sparkol Videoscribe media tested for validity on the material aspect, language aspect, and media aspect with data collection techniques using a questionnaire by an expert validator. The research involved 15 fourth-grade students of the UNP laboratory elementary school as product trial test subjects. The result is the Sparkol Videoscribe media obtained an overall percentage of the validity test of 91% with the eligibility category. Every aspect is eligible by the proportion of material aspect validity being 95%, linguistic aspect 93.7%, and media aspect 84%. The conclusion of Sparkol Videoscribe media in integrated thematic learning in grade IV Elementary School is valid or feasible to use.

Keywords: Sparkol Videoscribe, Problem Based Learning, Integrated Thematic

INTRODUCTION

Sparkol Videoscribe is a video-producing application with hand gestures that seem directly written on a whiteboard, and there is a feature to add images, text, or other animations (Maulina et al., 2019; Wahyudi & Amir MZ, 2022). Sparkol Videoscribe packaging subject matter in the form of videos arranged of images, text, sound, and arts can advance the desire of students to learn with focus and fun (Dermawan & Annisa, 2022; Firmasari et al., 2022; Rahayu & Masniladevi, 2020). Learning media products from the Sparkol Videoscribe application can repeat to build up understanding and repetitive.

Feasibility or validation in product development is one way of developing learning media with the ADDIE model. Develop learning media products from the Sparkol Videoscribe application, involving expert validators on material, linguistic,

and media aspects. Validation is required so that the Sparkol Videoscribe video as a learning media is feasible to liven up active learning. Learning media plays a role in delivering messages/subject materials by teachers to students. Developing media through creations that attract interest, attention, and feelings can create an effective learning process (Bhakti et al., 2020; Djoa & Kusumaningtyas, 2021).

Developing various learning videos from the Sparkol Videocribe application have been successfully produced. Research by Putri & Erita (2021) shows that the media validation level is 84%, and the student effectiveness level is 81%. Research on learning media from the existing Sparkol Videoscribe application has not shown the involvement of learning models media used as teaching media has not been maximal in involving students' thinking processes. The learning model

might stimulate students' critical thinking processes so that they are more active in digging up information individually or in groups .

Development of learning media harmonized with the good approachability to realize directed and pleasant learning, then students are not bored, excited, and actively think about exploring information (Saragi & Tegeh, 2022). Problem Based Learning can ignite a spirit of learning, motivation, and self-confidence in students. Problem Based Learning as a learning model directs the active development of mastery of problem-solving and critical thinking (Ayuningsih et al., 2019); Diansari et al., 2017; Qomariyah, 2019).

This research is to ensure the validity of learning media in the form of videos produced by the Sparkol Videocribe application in Integrated Thematic learning on Problem Based Learning. PBL-based Sparkol Videoscribe video media is supposed to stimulate students' competence in actively seeking problem-solving and critical thinking in a fun, motivating, and repetitive way (Sari & Fathoni, 2022). The uniqueness of Sparkol Videoscribe lies in the animation in the form of hand movements available in the application (Pamungkas et al., 2018). The features of

the Sparkol Videoscribe application can foster interest, pleasure, and enthusiasm, which stimulates curiosity through the PBL learning process, actively think through fun activities, certainly with valid or appropriate media to use.

METHOD

This research is classified as research and development using the ADDIE phase: analysis, design, development, application, and evaluation. The media development of the integrated thematic Sparkol Videoscribe application for class IV Schools was researched on the subject at the UNP Laboratory Elementary School by as many as 15 people. The development of the Sparkol Videoscribe media uses following the development flow using the instruments that have been prepared, especially in determining product validation. Validation using data collection instruments containing indicators of material, linguistic, and media aspects appropriate collection and data processing techniques.

Trial product data of Learning media based on the Likert Scale. The validation questionnaire sheet contains scores against each of the following categories:

Table 1 Criteria for validity

Criteria	Score
Not Good (NG)	1
Less Good (LG)	2
Good Enough (GE)	3
Good (G)	4

Source: mod based on Riduwan and Sunarto (Riduwan, 2007)

The measurement and calculation of the percentage validity score calculated by:

$$\bar{X} = \frac{\sum xi}{n} x 100\%$$

Information :

- \bar{X} = Average
- \sum = the total score of each validator
- n = Number of validators

Table 2. Criteria for the percentage of validation results

% Range	Criteria
81.26-100.00	Valid
62.51-81.25	Valid Enough
43.76-62.50	Less Valid
25.00-43.73	Invalid

The Sparkol Videoscribe video validation observes the feasibility of the media based on three aspects, including the material aspect, language aspect, and media aspect in the compatible step. Initial validity begins validation by giving a questionnaire to the expert validator. The product gets advice or comments to improve the learning media product. Furthermore, the media was revised based on the validator's suggestion to get a better learning media product. After the media revision, the second validation by the validator using the same instrument so that the videos developed using the Sparkol Videoscribe application was suitable for use.

RESULTS AND DISCUSSION

The development of design videos through the Sparkol Videoscribe application starts from the analysis phase. The analysis phase includes a needs analysis of the participant students, subject matter, curriculum review (the basics competencies, indicators), and learning objectives. The learning media developed is devoted to the chosen theme. The results of the analysis theme are a reference for making (the design stage) regarding the design, material coverage, indicators, and learning objectives contained in the product.

The design stage of media development includes activities to

conceptualize material points, select media designs, and required data collection instruments. The development product after the instructional media design is validated and then the product revised. For this reason, a data collection instrument in the form of a questionnaire is needed based on a grid and appropriate data processing techniques to obtain accurate results.

Validation will be in three aspects, the linguistic, material, and media aspects of every expert validator. Validity of material aspects purpose to see the suitability of the material contained in the media among indicators, basic competencies, learning objectives, and the truth of the substance of the material). The validity of the linguistic aspect purpose to see the use of language and spelling, linguistic rules, and text readability in the media. Validation of the media aspect to identify the product charm, the expected response, the order of presentation, visual communication, graphics, and display of learning media.

Sparkol Videoscribe media on these three aspects got an average percentage of 82% in the valid category with some advice and suggestions from the validator. Sparkol Videoscribe media product after revision, the final validation of the learning media showed a percentage of 91% with the Valid category. More details about the results of the following Sparkol Videoscribe media validation.

Table 3. The Beginning and After Revised Validation Results

Validator	Beginning Validation		The final result	Validation After Revised		
	Score	Category		Score	Category	The final result
Material Expert	80%	Quite Valid	82%	95%	Valid	91%
Linguist	87.5%	Valid	Valid	93.7%	Valid	Valid
Media Expert	77%	Quite Valid		84%	Valid	

Sparkol Videoscribe is one of the platforms that can produce learning media videos to optimize learning activities. Learning media from the Sparkol Videoscribe application is in the form of videos that can successively display subject matter with the display of images, writing, moving animations, and sounds can invite students to focus on learning in pleasant conditions (Rahayu & Masniladevi, 2020; Rasyid et al., 2022; (Sofiya et al., 2018). Learning videos made with Sparkol Videoscribe can display unique characteristics with a whiteboard background and hand movements (Al Munawarah, 2019) Pamungkas et al., 2018). That will make learning videos unique and pleasant. Learning videos are repetitive and can be used whenever needed, either face-to-face or during distance learning, and then flexible when used by students (Firmansah & Firdaus, 2021) Indrayani et al., 2021; Nugraha & Widiana, 2021; Pratiwi et al., 2021).

Research on the use of Sparkol videoscribe learning media in elementary schools also shows promising results in learning. Research by Putri & Erita (2021) shows that using Sparkol Videoscribe learning media is valid, feasible, and practical in integrated thematic education in

CONCLUSION

Sparkol Videoscribe learning video by using Problem Based Learning for integrated thematics for grade IV Elementary School using the ADDIE model is validated and categorized as feasible in the study/aspects of the material, language, and media with average final eligibility of 91% in the "Valid" category. The final validation on the material aspect is 95% in the "Valid" category, the validity of the language aspect is 93.7% in the "Valid" category, and the validation of the media aspect is 84% in the "Valid" category.

elementary schools. Likewise, with research on interactive media development, using Sparkol video scribe by Firmansah & Firdaus (2021) stated that the learning media was feasible and could attract students' learning interest.

The novelty of this research can be seen from the use of Sparkol videoscribe media as a learning medium that supports learning effectiveness in line with the approach used, namely Problem-Based Learning. Using media that aligns with the PBL approach can help learning be more focused, making it easier for students to actively explore information and think critically in solving problems in a fun way and with an attractive appearance.

The advantages of Sparkol Videoscribe videos in learning are felt when the learning media is valid or feasible to use. For this reason, the role of the media should be the purpose of optimizing learning, Sparkol Videoscribe media product must be declared eligible or valid for use. The feasibility of the Sparkol Videoscribe media that develop when viewed from 3 aspects/study that is material, language, and media as a whole got the Eligible category with a percentage of 91%.

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